

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speaking

This chapter discusses about the definition of speaking, the function of speaking, the nature of teaching speaking, the activity of teaching and learning speaking, the definition of silent movie, the understanding of classroom research and the design of research.

2.1.1 Definition of Speaking

Pollard (2008) said that the most difficult skill to master is speaking. When the people are speaking, they have to consider ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is.

According to Cornbleet and Carter (2009), speaking is not just making sound like birds, animals, babies sound. Though it may be communication of sorts, it is still not speaking. When we speak, a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more. To conclude, the whole point of speaking is not about creating sounds. It is about using speech organs in order to produce sounds as a tool to communicate and deliver information.

From the statement above, it can be inferred that speaking is how to express ideas, opinions, or feelings to others by using words or

sounds of articulation in order to inform, persuade, and entertain that can be learnt by using some teaching - learning methods. Speaking is also the important instrument of communication. People use it almost constantly. As human being, especially as social creature we have a need to make meaning of our surroundings. We have a need to express opinions, or feelings in order to be accepted in social life.

2.1.2 The function of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards (2010), the function of speaking is classified into three; talk as instruction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches. Below are the explanations of functions of speaking:

a) Talk as Interaction

Being able to interact in language is essential. In fact, much of our daily communication remains interactional. This refers to what we are normally meant as conversation. The primary intention in talk as interaction is to maintain social relationship.

Meanwhile, talk as interaction has several main features; it has a primarily social function, reflects role relationship, reflects speaker's identity, may be formal or casual, uses conversational conventions, reflects

degrees of politeness, employs many generic words, uses conversational register. To conclude, talk of interaction refers to a conversation that describes the social function between people in establishing small talk, exchanging greetings and so on. Because they want to build a comfort zone of interaction with another people.

Some of the skills (involved in using talk as interaction) are opening and closing conversation, choosing topics, making small-talk, recounting personal incidents and experiences, turn-talking, interrupting, reacting to others. So, the above skill point is a conversation that occurs in accordance with personal experience.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important because it helps the students to build relationships with other students.

b) Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the

participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, students may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Anne Burns, as cited in Jack C. Richards (2010), distinguishes talk as transaction into two different types. One is a situation where the focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second one is a transaction which focuses on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way of understanding.

Meanwhile, talk as transaction has several main features; it has a primary information focus, the main focus is the message and not the participants, participants employ communication strategies to make themselves understood, there may be frequent questions, repetitions, and comprehensions checks, there may be negotiation and digression, linguistic accuracy is not always important. Therefore, the message content is considered the most important things for the purpose of sharing and obtaining information in the communication strategy.

Some of the skills involved in using talk for transactions are a need or intention, describing something, asking questions, confirming information, justifying an opinion, making suggestions,

clarifying understanding, making comparisons. Slight mistake in explaining opinions or ideas may be a serious misunderstanding. based on the statement above, talk to the transaction must focus on a message that said and done to avoid mistakes in giving or receiving information.

Compared with talk as interaction, talk as transaction is easier for some students because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are rich resources of group activities, information-gap activities and role plays. It can provide a source of practicing how to use talk for sharing and obtaining information as well as for carrying out the real-world transactions.

c) Talk as Performance

This refers to public talk or public speaking that is talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conventional language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip,

conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as performance; it focuses on both message and audience, reflects organization and sequencing, form and accuracy is important, language is more like written language, it is often monologists, using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using appropriate opening and closing. The combination of the above features make the learners study harder for they don't just learn the way how to talk but they also study correspondence or written language.

Initially talk as performance needs to be prepared in much the same way as written text, many techniques and teaching strategy are used to make an understanding of written text. Therefore, this kind of talk requires a different teaching strategy.

2.1.3 Teaching Speaking

In teaching, it is not only about being able to make the students understand about knowledge, but also about how to create a good condition during learning process. Based on Brown (2010), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with

knowledge, causing to know or understand. The way of teaching speaking is different from teaching other lessons since speaking is a complex lesson. Therefore, it is a must for teacher to know what are really needed by the students in the learning activity and how to make the class as interesting as possible as well.

Brown (2010) also stated that there are seven principles that can be used by teacher to teach speaking; they are using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. They are also providing intrinsically motivation techniques, encouraging the use of authentic language in meaningful context, providing appropriate feedback and correction, capitalizing on the natural link between listening and speaking, giving students' opportunities to initiate oral communication, encouraging the development speaking strategies. The teacher is supposed to teach by the students' point of view, in other word the student-center so that they can be more enjoyable during learning process.

2.1.4 Activity of Teaching and Learning Speaking

There are many activities to promote speaking which offer students much time to practice their speaking ability not only in class but also outside, help them becoming socialized, make them more active in teaching and learning process and at the same time make their learning more meaningful and fun. As Kayi (2012), conclusion from

many linguistics on her article about Teaching English as A Second Language (TESL) Journal, there are some activities to promote speaking, which are:

a. Dialogue

Dialogue is one of the media in teaching speaking. It helps students practice in speech, pronunciation, intonation, stress. Dialogue also increases students' vocabulary. The primary objective of using dialogue is developing students' competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore teaching learning uses dialogue (short and long), the students are motivated by the teacher's question to find reason rather than to recollect. Dialogue is two sides communication, it means we do not just have to express something but we have to understand what other people say (Podo, 1995). The statement above told us that dialogue is very effective to be used in teaching speaking because it can help teacher improve his/her students' speech, pronunciation, intonation and stress in speaking activities.

b. Group Discussion

Group discussions occur in many different formats – from very informal ones between friends to highly structured people and challenging discussions included as part of a selection process. In both cases, there are a number of specific skills that can help our students become better and be able to contribute effectively to group

discussions. Those are “why teach group discussion?” types of discussion, useful sub-skills for students, setting up group discussions, giving and encouraging feedback, and conclusion. It is suitable applied for discussing about complicated matters which need many thoughts and opinions.

c. Acting From The Script

Role play has appeal for students because it allows the students to be creative and to put themselves in another person place for a while (Richard, 2011). While simulation is very similar to role-play but here, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on.

d. Prepared Talk

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more, writing like than spoken orally. However, if possible, students should speak from notes rather than from a text (Harmer, 2009). However based on the statement above, the researcher concluded that a good speaking activity should be previously prepared by the students rather than to see from the text.

e. Questioners

Addressing question is one of activity to attract students' critical thinking, curiously, and language production. Questioners are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other (Harmer, 2012). This properly used for each level of students and it is not impossible applied in intermediate and elementary level. The teacher can ask students to address questions relate to the prepared topic directly—to keep balance of this activity teacher has to ask some students to answer the questions.

f. Drilling

This activity comes from Tornbuny (2010). He precedes this activity from recording talks which encompass some expressions. He adjusts the teacher to display a part of talks to be continued by students. For the advanced students, this is deliberately inappropriate caused by advanced students prefer learning with critical thinking and knowledge of the world but for the primary and junior high school level, it will be acceptable.

In relation with silent movie learning media, it will be applied in the class, there are some activities above that included in silent movie.

Firstly, when student do the silent movie, they will decide what words which they will find and it is done by group. Secondly, when

students are preparing materials that will be explained to other group is the same as Harmer (prepared talk). The last is Harmer (questioners) when other groups explain the material limitedly; they can ask them directly to obtain more information.

2.2 Silent Movie

A silent movie is a movie with no synchronized recorded sound, especially with no spoken dialogue. In silent movie, the dialogue is transmitted through muted gestures, mime and title cards. From definition above, the researcher concludes silent movie is a drama, which gives a story about person, group or situation without spoken or sound.

2.2.1 Nature of Silent Movie

When students learn cooperatively, there is both individual and group accountability, which helps them to understand that there is much more to cooperative learning than just putting people into groups Johnson in Cohen et al. (2010). Silent movie is one of the cooperative works that stimulates students becomes active, creative, critic, and responsible.

2.2.2 Application Procedure of Silent Movie

There are some steps to apply the silent movie as a media for learning, especially for enhance speaking skill. First, divide the students into groups. Second, the teacher played the movie that there is the sound, but the sound is not like a human. It is like an animal. In

addition, the silent movie is not mute movie. Third, the teacher ask what character are in the movie that was played. Then, the teacher gives the opportunity for students to decide that what character that will play. Hence, the teacher asked the students what things that they found in the movie. It could be tips for them when they did as dubbers.

2.3 Classroom Action Research

2.3.1 The Understanding of Classroom Action Research

According to McNiff (2010), Classroom Action Research is reflective research which conducted by the teachers to develop their teaching skill. It means that the teachers can use Classroom Action Research as a method to develop their teaching skill. In addition Wijaya Kusumah (2009), stated that Classroom Action Research is a research which conducted by the teachers in their class with three ways, first is planning, second is acting, and third is reflecting which has the aim to develop teachers' teaching skill and to improve students' scores. It can be seen that Classroom Action Research is not only to develop teaching skill for the teacher but also to improve students' scores and solve their problems in learning.

2.3.2 Design of Action Research

According to Wijaya Kusuma(2009), that design of Classroom Action Research is divided into six models, there are:

- a. Lewin Model

- b. Kemmis Mc Taggarts Model
- c. Dave Ebbut Model
- d. John Elliot Model
- e. Hopkins Model
- f. Mc. Kernan Model

Out of the six models, the researcher would explain and apply Kurt Lewin design in teaching and learning activities. Kurt Lewin design becomes a basic reference from the other models, specifically for classroom action research. Kurt Lewin introduced classroom action research for the first time. The basic conceptual of classroom action research includes four components:

1. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. The instructional strategy has been selected based on the belief that the strategy can theoretically solve the problems.

It is this strategy that becomes the focus on the study, to be prepared, to be tried out, to be revised, to be tried again until it proves effectiveness to solve the problem.

2. Acting

Acting is the second step after the planning step to implement the instructional strategy that has been planned. At this stage, the researcher has mastered the instructional scenario before starting the

implementation in class. The researcher at this stage is not in the process of learning how to implement the plan, nor in the process of improving the quality of teachers' performance, but in the process of actually trying out the strategy to test how much the strategy can solve the classroom problems. The researcher is recommended to collaborate with one or two other teachers of the same subjects. The collaborators observe the implementation of the plan to see how much the strategy can solve the classroom problems.

3. Observing

Observing is the process of collecting data to indicate the success of the strategy in solving the classroom problems. The focus of the observation is on the data related to the criteria of success that have been decided.

The question that becomes the concern in the observing process is "how well does the strategy solve the problems?" no other questions, like "how well does the teacher teach?" or "how well is the strategy implemented by the researcher?" These last two questions are not the questions for classroom action research but appropriate for observers observing students who are learning how to teach, like in the practice teaching program.

4. Reflecting

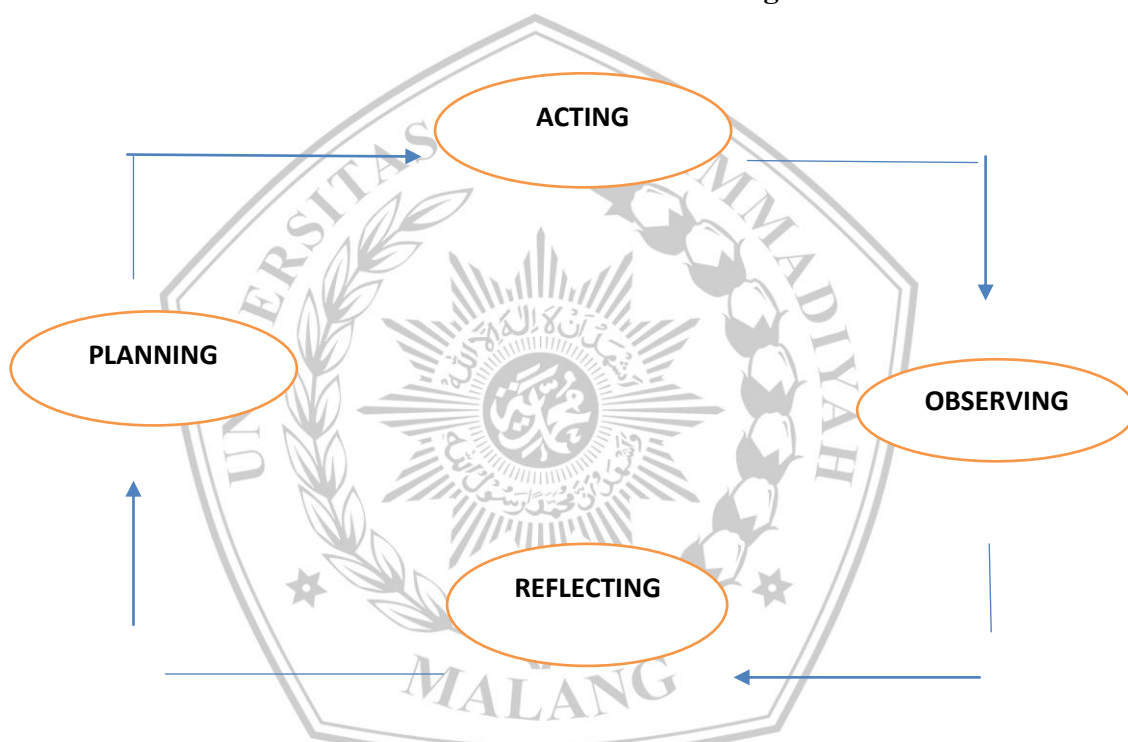
Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving

the problem. Reflection also shows what factors support the success of the strategy or what other problems may occur during the implementation process.

The connection of four the components above can describe as below:

Figure 2.3.2

Kurt Lewin's Action Research Design



Picture 1. Kurt Lewin model (Classroom Action Research)